



# Grade 4

# Social Studies

# Item Specifications

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## Introduction

In 2014, Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. In 2017, groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

In the spring of 2021, Missouri educators came together again to review, update and revise these documents in response to the identification of Priority Standards from within the 2016 MLS.

This item specification document, which includes all Missouri grade level/course expectations, begins with the Tools of Social Science Inquiry, which are now the Priority Standards for Missouri Social Studies. Priority Standards are not new standards, but MLS identified by Missouri educators as foundational for an informed, engaged and contributing citizenry. Priority Standards for Missouri Social Studies are not intended to be taught or assessed in isolation, but rather in tandem with relevant, supporting Missouri content standards. They should be the foundation for instruction and assessment of all the Missouri Learning Standards Social Studies Expectations. [Priority Standards appear in blue through this document.](#)

This revised document serves as underpinning for the state-level assessment development process. However, it should also serve as a resource for local assessment development and may serve as a beginning element in local curriculum development. In particular, the identified details, examples and specific case studies included in the Item Specifications may be useful as local educator teams create, revise and/or enhance their curriculum and materials.

Components of the item specifications include:

**Expectation Unwrapped** breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

**Depth of Knowledge (DOK) Ceiling** indicates the highest level of cognitive complexity that would typically be assessed on a large-scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

**Item Format** indicates the types of test questions used in large-scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

**Content Limits/Assessment Boundaries** are parameters that item writers should consider when developing a large-scale assessment. For example, some expectations should not be assessed on a large-scale assessment but are better suited for local assessment. While on state-level social studies assessment items students are not penalized for spelling or grammar errors, students should always be encouraged to use appropriate communication conventions. Further, on constructed response or short answer items, students should be reminded to answer the complete question

**Sample stems** are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways. These item stems are a new 2022 addition to the 2017 Item Specifications document.

**Stimulus Materials** defines types of stimulus materials that can be used in the item stems.

# Grade 4 Social Studies Priority Standards

## Knowledge of the Use of Tools and Social Science Inquiry

Grade 4 Social Studies: Priority Standard		4.TS.7.A.a
<b>Theme Strand</b> <b>MLS</b>	<p>Identify, select, analyze, and evaluate resources to create a product of social science inquiry</p> <p>Knowledge of the use of tools and social science inquiry</p> <p>Select, analyze, and evaluate primary and secondary social studies' sources with guidance and support.</p>	
	<p><b>Expectation Unwrapped</b></p> <p>The student will, with guidance and support, choose credible sources that are appropriate for their purpose and topic. As students analyze and evaluate sources, they may consider such thing as:</p> <ul style="list-style-type: none"> <li>• Periodization (does it fall within the correct time period?)</li> <li>• Multiple perspectives</li> <li>• Primary versus secondary sources</li> <li>• Purpose of original source</li> </ul>	<p><b>DOK Ceiling – 3</b></p> <p><b>Item Format</b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
	<p><b>Content Limits/Assessment Boundaries</b></p> <p>Content may be assessed by, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Given a scenario, the student will select appropriate, credible resources from a list of described resources.</li> <li>• This should not be assessed on a large-scale assessment, as the standard specifies “with assistance.”</li> </ul> <p>This item should not be assessed in isolation.</p>	<p><b>Sample Stems</b></p> <ul style="list-style-type: none"> <li>• Is this source a primary or secondary source? How do you know?</li> <li>• What information will this source supply?</li> <li>• Why did you choose this source?</li> <li>• Explain why you trust this source to be accurate.</li> <li>• What other sources did you find and decide to use? To not use? Why did you make those choices?</li> </ul>
	<p><b>Stimulus Materials</b></p> <p>Resource examples, scoring guides, checklists, rubrics, conferencing</p>	

Grade 4 Social Studies: Priority Standard		4.TS.7.A.b
Theme Strand <b>MLS</b>	<b>Identify, select, analyze, and evaluate resources to create a product of social science inquiry</b> <b>Knowledge of the use of tools and social science inquiry</b> <b>Analyze and use artifacts to share information on social studies' topics.</b>	
	<b><u>Expectation Unwrapped</u></b> <p>The student will choose appropriate artifacts to convey the information about a given topic that the student intends to share with a specific audience. The student may consider periodization, information to be shared, region, and cultural origins (e.g., European, Native American, African American, etc.).</p> <p>Potential artifacts could include:</p> <ul style="list-style-type: none"> <li>• Building structures</li> <li>• Materials</li> <li>• Works of art</li> <li>• Fossils</li> <li>• Pottery</li> <li>• Tools</li> <li>• Clothing</li> <li>• Musical instruments</li> </ul>	<b>DOK Ceiling – 4</b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
	<b><u>Content Limits/Assessment Boundaries</u></b> Content may be assessed by, but is not limited to, performance event at the conclusion of a unit of study or research project.  This item should not be assessed in isolation	<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>• Describe this artifact.</li> <li>• What information can you learn from this artifact?</li> <li>• What does this artifact reveal about your topic?</li> <li>• What other artifacts would help you better answer your research question?</li> </ul>
	<b><u>Stimulus Materials</u></b> Artifacts, images of artifacts, technology, audio files, newspapers, journals	

Grade 4 Social Studies: Priority Standard		4.TS.7.B.a
<b>Theme Strand</b> <b>MLS</b>	<p><b>Use visual tools to communicate information and ideas</b></p> <p><b>Knowledge of the use of tools of social science inquiry</b></p> <p><b>Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.</b></p>	
	<p><b>Expectation Unwrapped</b></p> <p>The student will, with guidance and support as needed, use visual tools (maps, graphs, images, graphic organizers, etc.) and informational text (nonfiction text, newspaper articles, etc.) to read, interpret, draw conclusions, make predictions, and share information and ideas (orally, in writing, within a project, etc.) with others.</p>	<p><b>DOK Ceiling – 3</b></p> <p><b>Item Format</b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
	<p><b>Content Limits/Assessment Boundaries</b></p> <p>Content may include, but is not limited to, grade-level and content appropriate:</p> <ul style="list-style-type: none"> <li>• Maps</li> <li>• Graphs</li> <li>• Images</li> <li>• Nonfiction texts</li> <li>• Newspaper articles</li> <li>• Magazine/journal articles</li> <li>• Online sources</li> <li>• Flyers</li> </ul> <p>This item should not be assessed in isolation.</p>	<p><b>Sample Stems</b></p> <ul style="list-style-type: none"> <li>• What did you learn about your topic, from examining this map?</li> <li>• What does this photograph ‘say’ about your topic?</li> <li>• What is the big idea about ____ shown by the information in this graph?</li> <li>• What questions can this information in this chart answer? What questions are not addressed or answered in this source?</li> </ul>
<p><b>Stimulus Materials</b></p> <p>Maps, graphs, images, nonfiction texts, articles, flyers</p>		

Grade 4 Social Studies: Priority Standard		4.TS.7.B.b
<b>Theme Strand</b> <b>MLS</b>	<p><b>Use visual tools to communicate information and ideas</b></p> <p><b>Knowledge of the use of tools of social science inquiry</b></p> <p><b>Create products such as maps, graphs, timelines, charts and models, diagrams etc. to communicate information and understanding.</b></p>	
	<p><b>Expectation Unwrapped</b></p> <p>The student will create products including, but not limited to, maps, graphs, timelines, charts, diagrams, and models to share information with others.</p>	<p><b>DOK Ceiling – 3</b></p> <p><b>Item Format</b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
	<p><b>Content Limits/Assessment Boundaries</b></p> <p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• End of unit products</li> <li>• Stand-alone and/or embedded within larger projects</li> <li>• Maps</li> <li>• Graphs</li> <li>• Timelines</li> <li>• Charts</li> <li>• Models</li> <li>• Diagrams</li> <li>• Social studies-specific content on large-scale assessment</li> <li>• May be cross-curricular on local assessment</li> </ul> <p>This item should not be assessed in isolation.</p>	<p><b>Sample Stems</b></p> <ul style="list-style-type: none"> <li>• Why did you create a ___ (chart or map or timeline....) to communicate this information?</li> <li>• What information do you want this ___ to communicate?</li> <li>• What do you want people to understand about your topic from examining this ___ (map, chart, graph...)?</li> <li>• What decisions did you make to produce this ___ (map, chart, timeline....) to help the viewer understand your idea?</li> <li>• If you did this project again, what changes in your thinking and process would you make? Why?</li> </ul>
	<p><b>Stimulus Materials</b></p> <p>Maps, graphs, timelines, charts, models, diagrams, nonfiction text, scenarios</p>	

Grade 4 Social Studies: Priority Standard		4.TS.7.C.a
Theme Strand MLS	<b>Understanding and supporting fact, opinion, bias and point of view in sources</b> <b>Knowledge of the use of tools of social science inquiry</b> <b>Distinguish between fact and opinion and recognize bias and point of view in social studies topics.</b>	
	<u><b>Expectation Unwrapped</b></u> The student will distinguish between fact and opinion within text and visual materials. The student will identify bias and point of view within text and visual materials.	<u><b>DOK Ceiling – 2</b></u> <u><b>Item Format</b></u> Selected Response, Constructed Response, Technology Enhanced
	<u><b>Content Limits/Assessment Boundaries</b></u> Content may include, but is not limited to: <ul style="list-style-type: none"> <li>Major topics and time periods addressed in the fourth-grade standards (founding documents, Revolutionary War, significant historical figures, etc.)</li> <li>Close reading of images</li> <li>Grade-appropriate texts/materials</li> </ul> This item should not be assessed in isolation.	<u><b>Sample Stems</b></u> <ul style="list-style-type: none"> <li>Looking at ____, is it a fact or an opinion? How do you know?</li> <li>Explain the differences between facts and opinions to a kindergartner. What key ideas are important to express?</li> <li>Watch this advertisement: separate the ideas into facts and opinions,</li> <li>Create a commercial for your favorite _____. Ask your classmates to identify the facts and opinions presented in the commercial. Discuss their answers in comparison with your interpretation.</li> <li>How does a person's life experience impact their understanding of facts and influence their opinions?</li> <li>Retell the story of the Three Little Pigs as if you were the wolf. How different is the story from the original? What accounts for those differences?</li> </ul>
	<u><b>Stimulus Materials</b></u> Primary sources (art, newspaper articles, pamphlets, etc.), paired texts, visuals, advertisements	

Grade 4 Social Studies: Priority Standard		4.TS.7.D.a
Theme Strand MLS	Conducting and presenting research with appropriate resources Knowledge of the use of tools of social science inquiry With assistance, conduct and present social studies research to an audience using appropriate sources.	
	<b>Expectation Unwrapped</b>  The student will conduct social studies research using appropriate sources. The student will present social studies research in an appropriate format (written, visual, oral, digital, etc.) to an audience. The student will be provided with assistance and support to meet this standard.	<b>DOK Ceiling – 3</b>  <b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
	<b>Content Limits/Assessment Boundaries</b>  Content may include, but is not limited to: <ul style="list-style-type: none"><li>• Appropriate sources<ul style="list-style-type: none"><li>○ Credibility</li><li>○ Date of publication</li><li>○ Type of source (digital, print, web-based, etc.)</li><li>○ Origin</li></ul></li><li>• Presentation format-written, visual, digital, oral may be used for local assessment</li><li>• Sharing key information</li></ul> This item should not be assessed in isolation.	<b>Sample Stems</b>  <ul style="list-style-type: none"><li>• What sources did you use in this project? Why did you choose each of them? Did you choose a variety of sources? Why or why not?</li><li>• What additional sources would have been useful in improving your project?</li><li>• Who helped you in this project? What did you learn from their help?</li><li>• What will you do differently in your next project?</li><li>• What did you learn about yourself as a reader, writer and thinker by working on this project?</li></ul>
	<b>Stimulus Materials</b>  Scenarios and sample sources, excerpts, visual sources, interview, polls, surveys	

Grade 4 Social Studies: Priority Standard		4.TS.7.E.a
<b>Theme</b> <b>Strand</b> <b>MLS</b>	<p><b>Developing a research plan and identifying resources</b></p> <p><b>Knowledge of the use of tools of social science inquiry</b></p> <p><b>Generate compelling research questions about a social studies topic.</b></p>	
	<b>Expectation Unwrapped</b>  Students will identify and create meaningful research questions to guide their investigation of a social studies topic.	<b>DOK Ceiling – 2</b> <b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
	<b>Content Limits/Assessment Boundaries</b>  Content may include, but is not limited to: <ul style="list-style-type: none"><li>• Create a meaningful research question<ul style="list-style-type: none"><li>◦ On topic</li><li>◦ Relevant</li><li>◦ Supporting resources</li></ul></li></ul> This item should not be assessed in isolation.	<b>Sample Stems</b> <ul style="list-style-type: none"><li>• Describe your topic: Why did you choose it? What interests you about it? What do you hope to learn from researching it?</li><li>• What questions do you already have about your topic? Interview a classmate about what they know about your topic. What interests them? What questions do they have that you had not already considered?</li><li>• Now that you have read source _____, what questions were answered and what new questions do you have?</li></ul>
	<b>Stimulus Materials</b>  Research topic ideas, sample questions, checklists/organizers	

Grade 4 Social Studies: Priority Standard		4.TS.7.E.b
<b>Theme Strand</b> <b>MLS</b>	<b>Developing a research plan and identifying resources</b> <b>Knowledge of the use of tools of social science inquiry</b> <b>Apply a research process to a compelling social studies question.</b>	
	<b>Expectation Unwrapped</b> <p>The student will apply a research process to a meaningful social studies question. An example of this process could be:</p> <ul style="list-style-type: none"> <li>• Step 1: Identify and develop your topic around your compelling questions.</li> <li>• Step 2: Do a preliminary search for information.</li> <li>• Step 3: Locate credible sources.</li> <li>• Step 4: Read your sources.</li> <li>• Step 5: Take notes and organize information using fourth-grade ELA standards.</li> <li>• Step 6: Create your final research project, including a bibliographic source page.</li> </ul>	<b>DOK Ceiling – 3</b> <b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
	<b>Content Limits/Assessment Boundaries</b> <p>Should not be measured on a large-scale assessment. May assess each step within the process to include in a cumulative score. Final product should also be included in cumulative score as should student reflections, i.e. metacognitive elements, as appropriate.</p> <p>This item should not be assessed in isolation.</p>	<b>Sample Stems</b> Teacher: See steps in Expectations Unwrapped section and then for each step in the process include an opportunity for student reflection, such as: <ul style="list-style-type: none"> <li>• What topics did you consider, but then discard, as you were identifying your topic? Why did you make those decisions?</li> <li>• Who and/or what helped you focus your topic?</li> <li>• Who and/or what helped you determine your compelling questions?</li> <li>• What challenges did you face in locating credible sources? How did you meet those challenges?</li> </ul>
	<b>Stimulus Materials</b> Scoring guide, anchor papers, organizers, project checklists, source materials	

Grade 4 Social Studies: Priority Standard		4.TS.7.E.c
<b>Theme Strand</b> <b>MLS</b>	<b>Developing a research plan and identifying resources</b> <b>Knowledge of the use of tools of social science inquiry</b> <b>Identify and use appropriate resources for investigating a compelling social studies question.</b>	
	<b>Expectation Unwrapped</b> <p>The student will identify and use appropriate resources to investigate a social studies question. Student should evaluate source by:</p> <ul style="list-style-type: none"> <li>• Credibility</li> <li>• Date of publication</li> <li>• Ability to answer the question</li> <li>• Type of source (digital, print, web-based, etc.)</li> <li>• Origin</li> <li>• Voice of authority</li> <li>• Accessibility</li> <li>• Readability</li> </ul>	<b>DOK Ceiling – 2</b> <b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
	<b>Content Limits/Assessment Boundaries</b> Content may include, but is not limited to: <ul style="list-style-type: none"> <li>• Determining the appropriateness of a resource, considering credibility, date of publication, ability to answer the question, type of source, origin, voice of authority, accessibility, readability</li> <li>• Choosing an appropriate resource to answer a question</li> </ul> <p>This item should not be assessed in isolation.</p>	<b>Sample Stems</b> <ul style="list-style-type: none"> <li>• What makes a source appropriate?</li> <li>• Where did you 'go' in your search for resources?</li> <li>• Why is it important to consider credibility, date of publication, type of source, voice of authority, accessibility and readability as you choose resources?</li> <li>• What resources did you consider, but then discard? Why did you make those decisions?</li> <li>• What does the term credibility mean? How does that idea relate to choosing and using resources in social studies' investigations?</li> <li>• Who and/or what helped you determine your compelling questions?</li> <li>• What challenges did you face in locating credible sources? How did you meet those challenges?</li> </ul>
	<b>Stimulus Materials</b> Sample sources, scenarios/research questions, works-cited page	

Grade 4 Social Studies: Priority Standard		4.TS.7.F.a
<b>Theme Strand</b> <b>MLS</b>	<p><b>Conducting and presenting research with appropriate resources</b></p> <p><b>Knowledge of the use of tools of social science inquiry</b></p> <p><b>Research an appropriate social studies question and share results with an audience.</b></p>	
	<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will conduct social studies research to answer a social studies question. The student will share the social studies research in an appropriate format (written, visual, oral, digital, etc.) with an audience.</p>	<p><b><u>DOK Ceiling – 3</u></b></p> <p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
	<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>Appropriate sources <ul style="list-style-type: none"> <li>Credibility</li> <li>Date of publication</li> <li>Type of source (digital, print, web-based, etc.)</li> <li>Origin</li> </ul> </li> <li>Presentation format – written, visual, digital, oral may be used for local assessment</li> </ul> <p>This item should not be assessed in isolation.</p>	<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>How do you decide the most effective way to communicate what you have learned in your investigation?</li> <li>Why is it important to consider both the topic and the audience as you prepare to share your findings?</li> <li>How can you use your strengths and talents to share your findings?</li> <li>How will you know that your presentation was effective?</li> <li>When you research and present again, what will you do and what will you change about the process you used and the experience you and your audience had?</li> </ul>
	<p><b><u>Stimulus Materials</u></b></p> <p>Scoring guide, anchor papers, organizers, project checklist, source materials, scenarios, sample sources, excerpts, visual sources, interview, polls, surveys</p>	

## Grade 4 Social Studies Content Standards

### Knowledge of the Principles Expressed in Documents Shaping Constitutional Democracy in the United States

Grade 4 Social Studies: Content Standard		4.PC.1.A.a
<b>Theme</b> <b>Strand</b> <b>MLS</b>	<p><b>Purposes and principles of the Declaration of Independence</b></p> <p><b>Knowledge of the principles expressed in documents shaping constitutional democracy in the United States</b></p> <p>With assistance, read and analyze the text of the Declaration of Independence to determine important principles that it contains including inalienable rights, government by the consent of the governed and the redress of grievances.</p>	
	<p><b>Expectation Unwrapped</b></p> <ul style="list-style-type: none"> <li>The student will read and analyze sections of the Declaration of Independence with assistance to determine and understand the meaning of important foundational principles.</li> <li>The student will explain that the Declaration of Independence declared freedom from English rule. It established that all humans have inalienable rights that cannot be taken away by any government, that governments only have power with consent of the governed, and that its citizens have rights to make a complaint against the government without fear (redress of grievances).</li> </ul> <p><b>Inalienable Rights:</b> A right according to natural law; a right that cannot be taken away, denied, or transferred.</p> <p><b>Consent of the governed:</b> A condition urged by many as a requirement for legitimate government: that the authority of a government should depend on the consent of the people, as expressed by votes in elections.</p> <p><b>Redress of grievances:</b> Exercising the right to make a complaint to, or seek the assistance of, one's government without fear of reprisal guaranteed in the First Amendment to the United States Constitution.</p>	<p><b>DOK Ceiling – 3</b></p> <p><b>Item Format</b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
	<p><b>Content Limits/Assessment Boundaries</b></p> <p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>Understanding that inalienable rights, consent of the governed, and redress of grievances were listed as part of the Declaration of Independence</li> <li>Explain in their own words a basic conceptual understanding of inalienable rights, consent of the governed, and redress of grievances</li> </ul> <p>*Note: memorization of the text or basic recall of rights <u>without</u> an understanding of meaning is not recommended – the goal is that students understand the key principles not just recall the terms</p>	<p><b>Sample Stems</b></p> <ul style="list-style-type: none"> <li>Which statement best explains the phrase “Governments... derive their just powers from the consent of the governed”?</li> <li>Which is <u>not</u> an example of inalienable rights?</li> <li>In your own words, explain what “redress of grievances” means. Include a real-life example.</li> </ul>
	<p><b>Stimulus Materials</b></p> <p>Declaration of Independence, audio clips, cause-and-effect diagrams, modern petitions, examples and non-examples of our inalienable rights, examples of local rights and responsibilities</p>	

Grade 4 Social Studies: Content Standard		4.PC.1.B.a
<b>Theme</b> <b>Strand</b> <b>MLS</b>	<p><b>Purposes and principles of the Constitution</b></p> <p><b>Knowledge of the principles expressed in documents shaping constitutional democracy in the United States</b></p> <p>Explain the major purposes of the U.S. Constitution.</p>	
	<p><b>Expectation Unwrapped</b></p> <p>The student will identify and explain the major purposes of the U.S. Constitution (correcting the flaws of the Articles of Confederation, establishing a nation built on law, building the law of the land, shaping our democracy).</p> <p><b>Democracy:</b> Democracy A system of government in which rule is by the people, either as a direct democracy where the people make their own laws or as <i>a representative democracy, a republic, in which laws are made by the people's representatives</i>.</p>	<p><b>DOK Ceiling – 3</b></p> <p><b>Item Format</b></p> <p>Selected Response, Technology Enhanced</p>
	<p><b>Content Limits/Assessment Boundaries</b></p> <p>Content may include, but is not limited to, understanding the purposes of the U.S. Constitution:</p> <ul style="list-style-type: none"> <li>• Correcting the flaws of the Articles of Confederation</li> <li>• Establish a nation built on law</li> <li>• Building the law of the land</li> <li>• Shaping our democracy</li> </ul>	<p><b>Sample Stems</b></p> <ul style="list-style-type: none"> <li>• For what purposes was the US Constitution created? Select all that apply.</li> <li>• How was the US Constitution better than the Articles of Confederation?</li> <li>• Why was creating a nation “built on law” so important to the founding fathers?</li> </ul>
	<p><b>Stimulus Materials</b></p> <p>Excerpts from the U.S. Constitution, audio clips, video clips, local constitutions, primary sources, timelines, compare/contrast graphic organizers, excerpts from the Articles of Confederation</p>	

Grade 4 Social Studies: Content Standard		4.PC.1.B.b
<b>Theme Strand</b> <b>MLS</b>	<p><b>Purposes and principles of the Constitution</b></p> <p><b>Knowledge of the principles expressed in documents shaping constitutional democracy in the United States</b></p> <p>With assistance, research and analyze the text of the U.S. Constitution to determine important principles such as limited government, rule of law, majority rules, minority rights, separation of powers, checks and balances and popular sovereignty.</p>	
	<p><b>Expectation Unwrapped</b></p> <ul style="list-style-type: none"> <li>The student will read, research, and analyze sections of the Constitution <b>with assistance</b> to determine and understand the meaning of important foundational principles.</li> <li>The student will explain that The Constitution established a government: <ul style="list-style-type: none"> <li>With limits to its power (<b>limited government</b>) due to the power being divided into 3 branches (<b>separation of powers</b>) that keep any one branch from becoming too powerful through a system of checks and balances.</li> <li>Based on <b>popular sovereignty</b> where the people give power to the government by participating in elections of officials and by voting for other measures.</li> <li>That mandated that even those in power had to follow the same laws as all citizens (<b>rule of law</b>).</li> </ul> </li> <li>The student will explain that The Constitution established that decisions would be made following <b>Majority Rules</b> but also mandated protection of <b>Minority Rights</b>.</li> </ul> <p><b>Limited government:</b> A government whose powers are limited through constitutionally imposed restrictions.</p> <p><b>Rule of Law:</b> The principle that everyone, even political leaders, must follow the law.</p> <p><b>Majority Rules:</b> A pattern of decision making where decisions are made by vote and a decision requires the support of more than half of those voting.</p> <p><b>Minority Rights:</b> Rules and laws that are designed to legally protect the members of a non-majority group.</p> <p><b>Separation of Powers:</b> The division of powers among different branches of government within a political system.</p> <p><b>Checks and Balances:</b> A system in which the different parts of an organization (such as a government) have powers that affect and limit the other parts so that no part can become too powerful.</p> <p><b>Popular sovereignty:</b> Under “popular sovereignty,” the power to govern belongs to the people. The people, in turn, entrust that power to the government, which is under their control.</p>	<p><b>DOK Ceiling – 3</b></p> <p><b>Item Format</b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
	<p><b>Content Limits/Assessment Boundaries</b></p> <p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>Understanding that principles such as limited government, rule of law, majority rules, minority rights, separation of powers, checks and balances, and popular sovereignty are established within the U.S. Constitution.</li> <li>Define and demonstrate a basic conceptual understanding of limited government, rule of law, majority rules, minority rights, separation of powers, checks and balances and popular sovereignty</li> </ul> <p>*Should not be measured on a large-scale assessment, as the standard specifies “with assistance”</p>	<p><b>Sample Stems</b></p> <ul style="list-style-type: none"> <li>Which statement best explains why separation of powers is such an important principle in the Constitution?</li> <li>Explain why it is important for the Constitution to protect minority rights.</li> <li>How is a Supreme Court decision to strike down an unjust state law an example of checks and balances at work?</li> </ul>
	<p><b>Stimulus Materials</b></p> <p>Current events, excerpts from the U.S. Constitution, excerpts of case laws, graphic organizers, graphics representing the principles, audio clips, video clips, graphs, tables, paired texts (fiction/nonfiction), fictional scenarios</p>	

Grade 4 Social Studies: Content Standard		4.PC.1.C.a
Theme Strand MLS	Purposes and principles of the Bill of Rights Knowledge of the principles expressed in documents shaping constitutional democracy in the United States Explain the major purpose of the Bill of Rights.	
	<b>Expectation Unwrapped</b> The student will explain that the major purpose of the first ten amendments to the Constitution (the Bill of Rights) was to protect US citizens from too much governmental power. It was also designed to win support in the House of Representatives, Senate, and the states for the newly written Constitution.	<b>DOK Ceiling – 2</b> <b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
	<b>Content Limits/Assessment Boundaries</b> Content may include, but is not limited to: <ul style="list-style-type: none"><li>Understanding that the Bill of Rights was written to protect basic rights and freedoms of individuals US citizens from a too powerful government.</li><li>Understanding the writers and supporters of the newly written Constitution needed to make concessions to get Congress and the states to approve it.</li><li>Grievances of the colonists against English monarchy.</li></ul>	<b>Sample Stems</b> <ul style="list-style-type: none"><li>The Founding Fathers' decision to protect basic rights and freedoms in the Bill of Rights is most likely a result of ____.</li><li>Which statements describe the purpose of the Bill of Rights? Select all that apply.</li><li>In your own words, please explain why the Bill of Rights is an important part of the US Constitution.</li></ul>
	<b>Stimulus Materials</b> Bill of Rights, Magna Carta (due to its limiting of the king's power over citizens), documents from the National Archives, T-charts, case studies	

Grade 4 Social Studies: Content Standard		4.PC.1.C.b
<b>Theme</b> <b>Strand</b> <b>MLS</b>	<p><b>Purposes and principles of the Bill of Rights</b></p> <p><b>Knowledge of the principles expressed in documents shaping constitutional democracy in the United States</b></p> <p>Identify important principles in the Bill of Rights.</p>	
	<p><b>Expectation Unwrapped</b></p> <p>The student will identify important principles in the Bill of Rights including freedom of religion (separation of church and state/establishment clause); freedom of speech, press, and assembly; rights to private property; due process (legal protections); and reserves all powers not specifically given to the federal government in the Constitution to the states and the people.</p> <p>*Students should not be expected to memorize the 1st through 10th amendment; rather have a basic understanding of the important principles: individual protections from the federal government.</p>	<p><b>DOK Ceiling – 2</b></p> <p><b>Item Format</b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
	<p><b>Content Limits/Assessment Boundaries</b></p> <p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Freedom of religion (separation of church and state/establishment clause)</li> <li>• Freedoms of speech, press, and assembly</li> <li>• Private Property protections</li> <li>• Due process (legal protections)</li> <li>• Reservation of powers to states and the people</li> <li>• Freedoms not specifically stated in Amendments 1-8 may still be protected (allowed for growth as the Nation grew and met with new situations)</li> </ul>	<p><b>Sample Stems</b></p> <ul style="list-style-type: none"> <li>• Which summary most clearly explains the _____ Amendment? Provide actual text for student to use.</li> <li>• How would you summarize Amendment _____ to someone who didn't understand it?</li> <li>• What could happen if speech, press, or assembly were NOT protected rights?</li> </ul>
	<p><b>Stimulus Materials</b></p> <p>Bill of Rights, nonlinguistic representations of the important principles, scenarios of groups of people who have been denied basic rights and freedoms, examples/non-examples</p>	

Grade 4 Social Studies: Content Standard		4.PC.1.D.a
<b>Theme Strand</b> <b>MLS</b>	<b>Role of citizens and governments in carrying out constitutional principles</b> <b>Knowledge of the principles expressed in documents shaping constitutional democracy in the United States</b> Examine ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.	
	<u><b>Expectation Unwrapped</b></u> The student will examine how citizens have effectively voiced opinions, monitored government, and brought about change up to 1799 (could also make connections to current events). Time devoted to what it means/looks like/sounds like to voice an opinion and monitor the government. Different methods to bring about change (nonviolent and violent).	<u><b>DOK Ceiling – 3</b></u> <u><b>Item Format</b></u> Selected Response, Constructed Response, Technology Enhanced
	<u><b>Content Limits/Assessment Boundaries</b></u> Content may include, but is not limited to: <ul style="list-style-type: none"> <li>Events leading up to and including the creation of the founding documents</li> <li>Boston Tea Party, Intolerable Acts, writing of Declaration of Independence, etc.</li> <li>The role of citizens in bringing about change</li> <li>Stono Rebellion (1739) -- enslaved person revolt</li> <li>Abigail Adams "Remember the Ladies"</li> <li>Present-day events</li> <li>Voting</li> <li>Protesting</li> <li>The role of citizens in bringing about change and the protections provided for those citizens</li> </ul>	<u><b>Sample Stems</b></u> <ul style="list-style-type: none"> <li>Which of the following are examples of ways citizens have effectively brought about change in colonial America? Check all that apply.</li> <li>What groups voiced opinions and attempted to monitor government in the early years of the United States?</li> <li>Compare ways citizens in colonial days voiced their opinions and monitored government to people and groups today.</li> </ul>
	<u><b>Stimulus Materials</b></u> Timelines, cause-and-effect organizers, flow charts, compare and contrast organizers, excerpts about events such as Stamp Act, Townsend Act, Battle of Lexington and Concord, Paul Revere's Ride, Thomas Paine's Common Sense, Samuel Adams, nonlinguistic representation, media clips, Abigail Adams, Letter from Governor Bull to the Royal Council regarding the Stono Rebellion (1739)	

Grade 4 Social Studies: Content Standard		4.PC.1.E.a
<b>Theme</b> <b>Strand</b> <b>MLS</b>	<b>Character traits and civic attitudes of significant individuals</b> <b>Knowledge of the principles expressed in documents shaping constitutional democracy in the United States</b> Describe the character traits and civic attitudes of historically significant individuals in American history prior to c. 1800.	
	<b>Expectation Unwrapped</b> The student will describe character traits of historically significant individuals in American history prior to 1800 and their civic attitudes. <b>Character traits</b> – qualities that make people unique. <b>Civic attitudes</b> – related to the beliefs of people in relationship to their town, city, or local areas.	<b>DOK Ceiling – 3</b> <b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
	<b>Content Limits/Assessment Boundaries</b> Content may include, but is not limited to: <ul style="list-style-type: none"> <li>Identify and describe character traits and civic attitudes of historically significant individuals in American history prior to 1800. Individuals may include, but are not limited to: <ul style="list-style-type: none"> <li>George Washington, Crispus Attucks, Benjamin Banneker, Thomas Payne</li> <li>Martha Washington, James Armistead Lafayette, Salem Poor, Phyllis Wheatley</li> <li>Nathanael Greene, Elizabeth Freeman, Margaret Kemble Gage,</li> <li>Abigail Adams, Mary Ludwick Hays (Molly Pitcher), Deborah Sampson</li> <li>Thomas Jefferson</li> </ul> </li> <li>Identify and describe the civic attitudes of significant groups of people in American history prior to 1800. Groups may include, but are not limited to: <ul style="list-style-type: none"> <li>Sons of Liberty</li> <li>Daughters of Liberty</li> <li>Loyalists</li> <li>Patriots</li> <li>Continental Congress</li> <li>1st Rhode Island Integrated Regiment</li> <li>Cherokee Nation</li> <li>Creek Nation</li> <li>Iroquois Confederacy</li> </ul> </li> </ul>	<b>Sample Stems</b> <ul style="list-style-type: none"> <li>Which adjectives best describe ____?</li> <li>How were ____ and ____ similar in their attitudes towards their community?</li> <li>What was ____'s relationship with and feelings towards their community?</li> </ul> Community may change depending on person chosen – it could be a group, the US, a state, a town, tribe, etc.
*Avoid teaching this standard as an exhaustive list or matching. Instead, choose several historically significant individuals to teach deeply and meaningfully.		
<b>Stimulus Materials</b> Video and audio clips, character-analysis graphic organizers, images, speeches		

Grade 4 Social Studies: Content Standard		4.PC.1.F.a
Theme Strand MLS	<b>Knowledge of the symbols of our state and nation</b> <b>Knowledge of the principles expressed in documents shaping constitutional democracy in the United States</b> Recognize and explain the significance of national symbols associated with historical events and time periods being studied.	
	<u><b>Expectation Unwrapped</b></u> The student will recognize what constitutes a national symbol (easy to recognize, unites the people, for everyone, represents the country).  The student will recognize national symbols associated with historical events up to 1799 and explain the significance of the symbols.	<u><b>DOK Ceiling – 3</b></u> <u><b>Item Format</b></u> Selected Response, Constructed Response, Technology Enhanced
	<u><b>Content Limits/Assessment Boundaries</b></u> Content includes, but is not limited to: <ul style="list-style-type: none"> <li>Identify a given national symbol associated with a specific historical event.</li> <li>Explain the significance of a given national symbol as it relates to a specific historical time period or event.</li> </ul> This is limited to national symbols specifically related American history up to and including 1800, such as: <ul style="list-style-type: none"> <li>Founding Documents</li> <li>The Great Seal of the U.S.A.</li> <li>Yankee Doodle</li> <li>Original United States flag</li> </ul>	<u><b>Sample Stems</b></u> <ul style="list-style-type: none"> <li>Which statement best describes the meaning behind the Great Seal of the US?</li> <li>What does the design of the US flag represent?</li> <li>Why do you think the original copies of our founding documents are preserved and protected?</li> <li>How the design of our flag changed as our Nation has changed?</li> </ul>
<u><b>Stimulus Materials</b></u> Archive pictures or descriptions		

## Knowledge of Principles and Processes of Governance Systems

Grade 4 Social Studies: Content Standard		4.GS.2.A.a
<b>Theme</b> <b>Strand</b> <b>MLS</b>	<p><b>Purposes and roles of government</b></p> <p><b>Knowledge of principles and processes of governance systems</b></p> <p>Explain how the purpose and roles of government were debated c. early settlements to 1800.</p>	
	<p><b>Expectation Unwrapped</b></p> <ul style="list-style-type: none"> <li>The student will explain the need to establish why governments are established (keep the peace, provide structure) government and how the roles of government have been debated over time through 1800.</li> <li>Students will be able to explain how the idea of government was debated and underwent many changes throughout the beginnings of the colonies/new nation (i.e. started with Mayflower Compact, moved to Articles, etc.)</li> <li>Students will explain that the founding documents went through a process of drafting, debate, and revision, and that many compromises and concessions were made in order to get approval.</li> </ul>	<p><b>DOK Ceiling – 3</b></p> <p><b>Item Format</b></p> <p>Selected Response, Constructed Response</p>
	<p><b>Content Limits/Assessment Boundaries</b></p> <p>The content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>Mayflower Compact</li> <li>Constitution of the Iroquois Nations which influenced the US Constitution</li> <li>Declaration of Independence</li> <li>Articles of Confederation (1777)</li> <li>Constitutional Convention (Virginia Plan and New Jersey Plan)</li> <li>Federalist Papers</li> <li>Change from colonies to independent states</li> </ul>	<p><b>Sample Stems</b></p> <ul style="list-style-type: none"> <li>What was the purpose of the Constitutional Convention?</li> <li>What was the purpose of the Federalist Papers by Alexander Hamilton?</li> <li>Why was the Articles of Confederation (1777) replaced by the current US Constitution in 1779?</li> </ul>
	<p><b>Stimulus Materials</b></p> <p>Timelines, primary documents, flow chart, text</p>	

Grade 4 Social Studies: Content Standard		4.GS.2.B.a
Theme	Dispute resolution	
Strand	Knowledge of principles and processes of governance systems	
MLS	Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from early settlement to c. 1800.	
	<p><b>Expectation Unwrapped</b></p> <p><b>Legitimate Authority</b> – body of authority empowered to make decisions in accordance with established rules (laws), principles, or standards.</p> <p>The student will analyze the peaceful resolutions of court disputes and other legitimate authorities in U.S. history from early settlements to 1800. “Legitimate authority” is defined as a body of authority empowered to make decisions in accordance with established law (such as courts, Continental Congress, king, president).</p>	<p><b>DOK Ceiling – 3</b></p> <p><b>Item Format</b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
	<p><b>Content Limits/Assessment Boundaries</b></p> <p>Content may include, but is not limited to, analyzing peaceful resolutions of disputes by identifying the conflicts, opposing views, actions taken to resolve the disputes, and ultimate outcomes of the dispute such as:</p> <ul style="list-style-type: none"> <li>• Establishment of Jamestown</li> <li>• Continental Congress</li> <li>• State assemblies</li> <li>• Bill of Rights</li> <li>• 1793 Supreme Court Case Chisholm v. Georgia: resulted in the addition of the 11th Amendment</li> </ul>	<p><b>Sample Stems</b></p> <ul style="list-style-type: none"> <li>• On a test there would be a passage describing an act of citizens voicing opinion and have students evaluate the method – ask questions related to the passage such as:</li> <li>• In this scenario how was the matter settled?</li> <li>• What was the outcome of this decision?</li> <li>• Do you believe that the right decision was made in this situation?</li> <li>• How might this situation be different if it happened now?</li> <li>• Questions should be tied to a passage to fulfill the standard which is to "examine" a historical example... not to know a lot of examples and be prepared to test over them.</li> </ul>
	<p><b>Stimulus Materials</b></p> <p>Images, historic speeches, scenarios</p>	

Grade 4 Social Studies: Content Standard		4.GS.2.C.a
<b>Theme Strand</b> <b>MLS</b>	<p><b>Processes of governmental systems in decision making</b></p> <p><b>Knowledge of principles and processes of governance systems</b></p> <p>Explain how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and/or current events.</p>	
	<p><b>Expectation Unwrapped</b></p> <p><b>Authoritative decisions</b> are the act or result of making a choice by a person or body of authority after careful thought and consideration. People/groups in US federal government include the President, Congress, and Supreme Court.</p> <p>The student will explain the following processes within the federal government (separation of powers and checks and balances):</p> <ul style="list-style-type: none"> <li>• How authoritative decisions are made</li> <li>• How authoritative decisions are enforced</li> <li>• How authoritative decisions are interpreted</li> </ul> <p>This could include decisions made across historical time periods up to 1799 and/or in current events.</p>	<p><b>DOK Ceiling – 2</b></p> <p><b>Item Format</b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
	<p><b>Content Limits/Assessment Boundaries</b></p> <p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Explaining how our balance of government allows for the creation, enforcement, and interpretation of authoritative decisions for each branch of government: Executive, Judicial and Legislative.</li> </ul> <p><b>Stimulus Materials</b></p> <p>Constitution, Checks and Balances, Timelines, cause-and-effect organizers, flow charts, compare and contrast organizers and primary source documents</p>	<p><b>Sample Stems</b></p> <ul style="list-style-type: none"> <li>• For each scenario identify the type of authoritative decision-making being demonstrated as – making, enforcing or interpreting.</li> <li>• Describe the process that a bill goes through to become a law.</li> <li>• Describe how the Supreme Court makes decisions on the Constitutionality of a law.</li> <li>• What power does the President have after Congress passes a law?</li> <li>• Students will select an event from history prior to 1800 and determine how each of the branches of government affected the outcome based on the federal government's authoritative decisions, and how those decisions were enforced and also interpreted.</li> </ul>

Grade 4 Social Studies: Content Standard		4.GS.2.D.a
Theme Strand MLS	Functions of governmental systems Knowledge of principles and processes of governance systems Identify and explain the functions of the three branches of government in the federal government.	
	<p style="text-align: center;"><b><u>Expectation Unwrapped</u></b></p> <p>Three Branches of Government</p> <p>The student will:</p> <ul style="list-style-type: none"> <li>Identify the three branches of the federal government (legislative, executive, judicial)</li> <li>Explain the function of each branch of government. (Legislative – make the laws; Executive – carries out the law; Judicial – interprets the law)</li> <li>At the federal level, the Legislative Branch is Congress (House of Representatives and Senate), Executive Branch is the President, and Judicial Branch is the Supreme Court.</li> </ul>	<p style="text-align: center;"><b><u>DOK Ceiling – 2</u></b></p> <p style="text-align: center;"><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
	<p style="text-align: center;"><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>Students will have been exposed to branches of government at the state level in the previous grade level. Could do compare/contrast with state and federal, with the focus on federal level in 4th grade.</li> <li>Identifying the legislative, executive, and judicial branches at the federal level.</li> <li>Explaining each branch's appropriate function as creating, interpreting, and/or enforcing legislation.</li> </ul>	<p style="text-align: center;"><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Compare and contrast the function of two branches of government.</li> <li>Match each authoritative decision to the appropriate branch of government.</li> <li>Which branch of government would be involved in the process of determining whether or not a state law was Constitutional?</li> <li>How would you describe the job of members of the legislative branch?</li> </ul>
	<p style="text-align: center;"><b><u>Stimulus Materials</u></b></p> <p>Flow charts, graphic organizers, video clips, audio clips, scenarios</p>	

## Knowledge of Continuity and Change in the History of Missouri and the United States

Grade 4 Social Studies: Content Standard		4.H.3.A.a
<b>Theme</b> <b>Strand</b> <b>MLS</b>	<p><b>Understand the movement of people from many regions of the world to North America</b></p> <p><b>Knowledge of continuity and change in the history of Missouri and the United States</b></p> <p>Describe the migrations of Native Americans prior to 1800.</p>	
	<p><b>Expectation Unwrapped</b></p> <p>Students will describe reasons for and patterns of migration of Native Americans up to 1799. This should include who migrated and why, where and how they migrated, and the time frames in which migration was happening.</p> <p><b>Migration</b> – The movement of people from one country, place, or locality to another.</p>	<p><b>DOK Ceiling – 3</b></p> <p><b>Item Format</b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
	<p><b>Content Limits/Assessment Boundaries</b></p> <p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Identify reasons people migrate <ul style="list-style-type: none"> <li>○ Resources</li> <li>○ Climate</li> <li>○ Overpopulation</li> <li>○ Basic needs</li> <li>○ Arrival of new people</li> <li>○ Competition for resources and emerging conflicts</li> </ul> </li> <li>• Describe the migration across the land bridge from Asia to North America</li> <li>• Describe migration and territory expansion throughout the North American continent over time up to 1799.</li> </ul>	<p><b>Sample Stems</b></p> <ul style="list-style-type: none"> <li>• Why did early nomads migrate to the continent of North America?</li> <li>• How did early nomads come to the North American continent?</li> <li>• Describe what life was like for the earliest migrants to North America.</li> </ul>
<b>Stimulus Materials</b>		Maps, charts, graphic organizers, text excerpts, images

Grade 4 Social Studies: Content Standard		4.H.3.A.b
Theme Strand MLS	Understand the movement of people from many regions of the world to North America Knowledge of continuity and change in the history of Missouri and the United States Describe the discovery, exploration and early settlement of America by Europeans up to 1799.	
	<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will describe the discovery and exploration of the Americas by Europeans up to 1799. This may include basic knowledge of early explorers, their purposes for exploration, countries of origin, areas explored, routes taken, and general time of exploration.</p> <p>The student will describe the early settlement of the Americas by Europeans prior to 1800. This may include basic knowledge of significant early settlements such as St. Augustine, Jamestown, and Plymouth Rock; the importance of waterways to the settlements; their locations; time of year when initially settled; and challenges faced by the settlers.</p>	<p><b><u>DOK Ceiling – 2</u></b></p> <p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
	<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>Identify why explorations are made (adventure, honor, fame, economics, trade, freedoms, and health).</li> <li>Describe discoveries and exploration of North America including, but not limited to: <ul style="list-style-type: none"> <li>Routes</li> <li>Land claimed by European countries (France, Spain, England)</li> <li>Basic knowledge of significant early explorers such as Leif Erikson, Christopher Columbus, Ponce de Leon, Henry Hudson, Robert de la Salle, Marquette and Joliet</li> <li>Time periods of discovery (not memorization of specific dates)</li> <li>Importance of waterways for transportation</li> </ul> </li> <li>Describe significant early settlements <ul style="list-style-type: none"> <li>Location</li> <li>Importance of waterways to settlement</li> <li>Time of year</li> <li>Challenges faced by early settlers</li> <li>Laws or government structure used (such as Plymouth's Mayflower Compact)</li> <li>Explanation of push-pull elements for European explorers and early settlers : lack of economic options in Europe, search for cheaper trade routes, access to goods not available in Europe, freedom from religious persecution, search for quick wealth</li> </ul> </li> </ul>	<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>What are some factors that made early settlers want to leave Europe and settle in "The New World?"</li> <li>How did the discovery of valuable resources in North America affect European exploration?</li> <li>Which path on the map (provide map) shows the route taken on Christopher Columbus's first voyage?</li> <li>Describe challenges early settlers faced?</li> <li>How could the location of a settlement help determine its success?</li> </ul>
<p><b><u>Stimulus Materials</u></b></p> <p>Timelines, maps from differing time periods, journals, virtual field trips, graphic organizers</p>		

Grade 4 Social Studies: Content Standard		4.H.3.A.c
<b>Theme Strand</b> <b>MLS</b>	<b>Understand the movement of people from many regions of the world to North America</b> <b>Knowledge of continuity and change in the history of Missouri and the United States</b> Describe the reasons African peoples were enslaved and brought to the Americas prior to 1800.	
<u><b>Expectation Unwrapped</b></u> The student will describe the reasons African peoples were captured, enslaved and taken to South America, islands in the Caribbean, and North America prior to 1800. This should include information such as how, when, and why enslaved people were brought taken to South America, islands in the Caribbean, and North America from Africa.		<u><b>DOK Ceiling – 2</b></u> <u><b>Item Format</b></u> Selected Response, Constructed Response, Technology Enhanced
<u><b>Content Limits/Assessment Boundaries</b></u> Content may include, but is not limited to: <ul style="list-style-type: none"> <li>Identify when the first African people were enslaved slaves and brought taken to North America (1619, Jamestown)</li> <li>Identify specific regions of Africa from which people were captured and enslaved</li> <li>Identify specific regions in North America to which enslaved people were brought taken and why</li> <li>Describe reasons African peoples were enslaved and brought to North America <ul style="list-style-type: none"> <li>Death of Native Americans due to European diseases</li> <li>Tradition of Slave trade in Europe, Asia, and Africa</li> <li>Slave trade as part of Triangular trade</li> <li>Laborers desired for low-cost cash crop production</li> <li>Development of racism as justification</li> </ul> </li> </ul> <p><i>*Consider word choice and context carefully as you introduce these important topics. For example, it is preferable to refer to people captured in Africa and forcibly brought to the Americas as enslaved people. The term 'slave' can diminish or remove the humanity of people forced into generational coercive labor. It is important to include the context that Native Americans were also exploited for their labor, but great numbers of Native Americans died because of exposure to European diseases. The economic motivation for coercive labor was to produce wealth from the growth of cash crops and small industry.</i></p>		<u><b>Sample Stems</b></u> <ul style="list-style-type: none"> <li>Which statement best explains why coastal regions of Africa were most heavily involved in the slave trade?</li> <li>Why was it difficult for the enslaved Africans to revolt once they were brought to North and South America and the Caribbean Islands?</li> <li>How did the decrease in the population of indigenous peoples (Native Americans) lead to an increase in the demand for enslaved African people?</li> <li>What regions in North America were most heavily involved in the slave trade and why?</li> </ul>
<u><b>Stimulus Materials</b></u> Maps, primary source documents (e.g., bill of sale), historical documents, images, excerpts from historical fiction		

Grade 4 Social Studies: Content Standard		4.H.3.B.a
<b>Theme Strand</b> <b>MLS</b>	<p><b>Historical perspective / Thinking / Passage of time</b></p> <p><b>Knowledge of continuity and change in the history of Missouri and the United States</b></p> <p>Examine cultural interactions and conflicts among Native Americans, Immigrants from Europe, and enslaved and free Africans and African Americans prior to c. 1800.</p>	
	<p><b>Expectation Unwrapped</b></p> <ul style="list-style-type: none"> <li>The student will understand that different cultural groups (Native Americans, European immigrants, and enslaved and free Africans) were all living in North America prior to 1800. These different groups did not exist independently of one another but interacted regularly. There were both positive and negative interactions among the different cultural groups.</li> <li>The student will examine selected examples of interactions between cultural groups and analyze for elements such as cause, effect, motivation, and outcome.</li> </ul> <p>The student will identify distinct cultural groups (Native Americans, European immigrants, enslaved and free African Americans, etc.) living in America prior to 1800. The student will describe how the groups interacted, both positively and negatively and the conflicts among the groups. The student should consider cause, effects, and resulting outcomes.</p> <p><b>Cultural Interactions</b> – When two or more peoples/cultures interact in a positive or negative way.</p>	<p><b>DOK Ceiling – 3</b></p> <p><b>Item Format</b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
	<p><b>Content Limits/Assessment Boundaries</b></p> <p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>Interactions <ul style="list-style-type: none"> <li>Jamestown, Pilgrims, Fur trappers and traders, French and Indian War, Livestock, Agricultural, Language, Guides for exploration, Disease, Forced migration, Alcohol and tobacco, Enslaved people and masters, Conflicts, Religion</li> </ul> </li> </ul>	<p><b>Sample Stems</b></p> <ul style="list-style-type: none"> <li>Describe the relationship between fur trappers and indigenous people.</li> <li>How did some Native Tribes help early settlers?</li> <li>Explain the role religion played in the relationship between European Immigrants and indigenous people.</li> </ul>
	<p><b>Stimulus Materials</b></p> <p>Maps of the same areas across time, timelines, journals, scenarios, photographs, paired text, charts, diagrams, music, cause-and-effect charts, outcome tables, close-reading of images</p>	

Grade 4 Social Studies: Content Standard		4.H.3.C.a
<b>Theme Strand</b> <b>MLS</b>	<b>Knowledge of the contributions of significant persons in U.S. history</b> <b>Knowledge of continuity and change in the history of Missouri and the United States</b> Identify and describe the contributions of historically significant individuals to America and the United States prior to c. 1800.	
	<b><u>Expectation Unwrapped</u></b>	<b><u>DOK Ceiling – 2</u></b>
	The student will: <ul style="list-style-type: none"> <li>Identify historically significant individuals who contributed to early America (not yet established as a country) and the newly established United States through 1800.</li> <li>Describe the contributions of the historically significant individuals in these time periods.</li> </ul> <p><b>Contributions</b> – To play a significant part in bringing about an end or a result. It is the part played by a person or thing in bringing about a result or helping something to advance.</p>	<b><u>Item Format</u></b> Constructed Response, Short Answer, Technology Enhanced
	<b><u>Content Limits/Assessment Boundaries</u></b>	<b><u>Sample Stems</u></b>
	Content may include, but is not limited to, identifying the people and describing their contributions: <ul style="list-style-type: none"> <li>Variety of explorers (including those prior to the Revolutionary era)</li> <li>Founding Fathers</li> <li>King George III</li> <li>Pocahontas</li> <li>Squanto</li> <li>William Penn</li> <li>Nathanael Greene</li> <li>Abigail Adams</li> <li>Crispus Attucks</li> </ul>	<ul style="list-style-type: none"> <li>Which of the following statements describe Thomas Jefferson's contributions to the founding of the United States?</li> <li>How did Squanto contribute to the survival of early settlers of Plymouth Colony?</li> </ul>
	<b><u>Stimulus Materials</u></b>	
	Primary source excerpts, letters, journals, images, graphic organizers, maps	

Grade 4 Social Studies: Content Standard		4.H.3.D.a
<b>Theme Strand</b> <b>MLS</b>	<p><b>Perspectives on the American Revolution</b></p> <p><b>Knowledge of continuity and change in the history of Missouri and the United States</b></p> <p>Explain the causes of the American Revolution, including the perspectives of patriots, loyalists, Native Americans, African Americans and European allies.</p>	
	<p><b>Expectation Unwrapped</b></p> <p>The student will explain that the American Revolution was the result of a long series of disagreements and conflicts between colonists and British rulers.</p> <p>The student will understand that different groups had different perspectives on the American Revolution, including the perspectives of:</p> <ul style="list-style-type: none"> <li>• Patriots, Loyalists, Native Americans, African Americans, European allies</li> </ul> <p>The student will:</p> <ul style="list-style-type: none"> <li>• Identify causes of the American Revolution.</li> <li>• Explain the perspectives of: <ul style="list-style-type: none"> <li>◦ Patriots, Loyalists, Native Americans, African Americans, European allies</li> </ul> </li> </ul>	<p><b>DOK Ceiling – 3</b></p> <p><b>Item Format</b></p> <p>Constructed Response, Short Answer, Technology Enhanced</p>
	<p><b>Content Limits/Assessment Boundaries</b></p> <p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Identifying causes of the American Revolution such as: <ul style="list-style-type: none"> <li>◦ Establishment of the colonies and growing unity among the colonies</li> <li>◦ French and Indian War</li> <li>◦ Boston Protests</li> <li>◦ Intolerable Acts</li> <li>◦ Taxes</li> <li>◦ Boston Blockade</li> <li>◦ First Continental Congress</li> </ul> </li> <li>• Explaining perspectives of Patriots, Loyalists, Native Americans, African Americans, and European allies regarding given events</li> </ul>	<p><b>Sample Stems</b></p> <ul style="list-style-type: none"> <li>• Which statements below (provide possible choices) represent reasons the colonists were unhappy with British rule?</li> <li>• How did unfair taxes help cause the American Revolution?</li> <li>• How would you describe the role of Loyalists in the American Revolution?</li> </ul>
	<p><b>Stimulus Materials</b></p> <p>Primary documents such as correspondences between different groups of people, cause-and-effect organizers, excerpts from historical fiction, images, maps</p>	

Grade 4 Social Studies: Content Standard		4.H.3.D.b
<b>Theme</b> <b>Strand</b> <b>MLS</b>	<b>Perspectives on the American Revolution</b> <b>Knowledge of continuity and change in the history of Missouri and the United States</b> Explain the factors that contributed to the colonists' success.	
	<u><b>Expectation Unwrapped</b></u> The student will identify specific examples of colonists' successes in defeating the most powerful country in the world at that time, England, and describe the factors that led to those successes.	<u><b>DOK Ceiling – 3</b></u> <u><b>Item Format</b></u> Constructed Response, Short Answer, Technology Enhanced
<u><b>Content Limits/Assessment Boundaries</b></u> Content may include, but is not limited to: <ul style="list-style-type: none"> <li>• Examples of successes: <ul style="list-style-type: none"> <li>○ Declared independence</li> <li>○ Founded a government</li> <li>○ Elected first president</li> <li>○ Colonies united in a common cause</li> <li>○ Wealth generated from harvested natural resources and cash crops</li> </ul> </li> <li>• Examples of factors contributing to success: <ul style="list-style-type: none"> <li>○ People dedicated to a common cause</li> <li>○ Communication</li> <li>○ Planning (e.g., continual movement of munitions)</li> <li>○ Ability to draw on the strengths of the people (trained in military, education, tenacity)</li> <li>○ Home-front advantage and sense of urgency (resources, reality)</li> <li>○ Native American allies</li> <li>○ Location and geographic features</li> <li>○ Personal character traits</li> <li>○ The ability to print and share information</li> <li>○ Labor practices including exploitation of Native Americans and enslaved Africans and their descendants</li> </ul> </li> </ul>	<u><b>Sample Stems</b></u> <ul style="list-style-type: none"> <li>• Which of the following is a contributing factor in the colonists defeating England in the American Revolution?</li> <li>• How would “home field advantage” play into the result of the American Revolution?</li> </ul>	
<u><b>Stimulus Materials</b></u> Maps, scenarios, images, founding documents, character-trait organizers		

Grade 4 Social Studies: Content Standard		4.H.3.E.a
<b>Theme</b> <b>Strand</b> <b>MLS</b>	<p><b>Political developments and reform movements in the U.S.</b></p> <p><b>Knowledge of continuity and change in the history of Missouri and the United States</b></p> <p>Describe the historical context for the drafting of the Declaration of Independence, the Constitution and the Bill of Rights.</p>	
	<p><b>Expectation Unwrapped</b></p> <p>The student will describe what was happening historically during the writing of the Declaration of Independence, the Constitution and the Bill of Rights. The student will consider where and when it was occurring, why it was occurring, and the involvement of significant historical figures.</p>	<p><b>DOK Ceiling – 2</b></p> <p><b>Item Format</b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
	<p><b>Content Limits/Assessment Boundaries</b></p> <p>Content may include, but is not limited to, how the documents reflected the needs of the people at that time:</p> <ul style="list-style-type: none"> <li>• Need to declare independence</li> <li>• Need to establish our own government and establish laws of the land</li> <li>• Need to protect the individual rights of the people (white, male landowners)</li> <li>• Need to unite the independent states into one government/country</li> </ul>	<p><b>Sample Stems</b></p> <ul style="list-style-type: none"> <li>• When was the Declaration of Independence written?</li> <li>• Why did the colonists choose to declare independence from British rule?</li> <li>• Why did the Constitution protect the rights of white, male, landowners but not women or people of color?</li> </ul>
	<p><b>Stimulus Materials</b></p> <p>Founding documents, timeline, flow chart, texts, journals, images of historical events, organizers</p>	

Grade 4 Social Studies: Content Standard		4.H.3.E.b
<b>Theme Strand</b> <b>MLS</b>	<p><b>Political developments and reform movements in the U.S.</b></p> <p><b>Knowledge of continuity and change in the history of Missouri and the United States</b></p> <p>Explain how the Declaration of Independence, the Constitution and the Bill of Rights affected people in the United States prior to c. 1800.</p>	
	<p><b>Expectation Unwrapped</b></p> <p>The student will describe how the Declaration of Independence, the Constitution, and the Bill of Rights affected the country as a whole and groups of people in the United States prior to c 1800. This may include groups such as Native Americans, Loyalists, Patriots, enslaved and free African Americans, and women.</p>	<p><b>DOK Ceiling – 3</b></p> <p><b>Item Format</b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
	<p><b>Content Limits/Assessment Boundaries</b></p> <p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Equality meant freedom from England, not necessarily equal rights (All men are created equal)</li> <li>• Conflicts and confusion re: ideals of 'All men are created equal'</li> <li>• Freedoms did not pertain to <ul style="list-style-type: none"> <li>◦ Women</li> <li>◦ African Americans</li> <li>◦ Native Americans</li> </ul> </li> <li>• Patriot rewards and cost of fighting for freedom</li> <li>• Loyalist movement and hardships</li> <li>• Daily life (lack of access to imported goods, quartering, shortages)</li> </ul>	<p><b>Sample Stems</b></p> <ul style="list-style-type: none"> <li>• How did the Bill of Rights affect men and women differently?</li> <li>• Whose rights were actually protected by the Constitution? Whose were not? What accounts for these differences?</li> <li>• Compare two texts – one about life under British rule another under the newly formed government: How was daily life affected by the protections of the founding documents?</li> </ul>
	<p><b>Stimulus Materials</b></p> <p>Text excerpts, journals, timelines, founding documents, images, petitions from African Americans</p>	

Grade 4 Social Studies: Content Standard		4.H.3.F.a
<b>Theme</b> <b>Strand</b> <b>MLS</b>	<b>Westward Expansion and settlement in the U.S.</b> <b>Knowledge of continuity and change in the history of Missouri and the United States</b> Investigate the causes and consequences of westward expansion prior to 1800.	
	<u><b>Expectation Unwrapped</b></u> The student will explain of westward expansion up to 1799 and the effect this had on the growth of America and the people (Old Northwest Territory, Old Southwest Territory, which includes Mississippi, Alabama, and Kentucky).	<u><b>DOK Ceiling – 3</b></u> <u><b>Item Format</b></u> Selected Response, Constructed Response, Technology Enhanced
	<u><b>Content Limits/Assessment Boundaries</b></u> Content may include, but is not limited to: <ul style="list-style-type: none"> <li>• Causes <ul style="list-style-type: none"> <li>○ Revolutionary War</li> <li>○ Growing population and immigration</li> <li>○ Availability of land</li> <li>○ Sense of adventure/exploration</li> </ul> </li> <li>• Effects <ul style="list-style-type: none"> <li>○ Growth of country</li> <li>○ More states/territories</li> <li>○ Slavery-increase and debate</li> <li>○ Inventions</li> <li>○ Relocation of Native Americans</li> </ul> </li> </ul>	<u><b>Sample Stems</b></u> <ul style="list-style-type: none"> <li>• How did population changes contribute to the growth of the nation?</li> <li>• Describe how immigration affected the growth of US territories.</li> <li>• How did the growth of the United States affect indigenous populations?</li> </ul>
	<u><b>Stimulus Materials</b></u> Map including old Northwest and Southwest Territories, population maps, charts, graphs, stories recounting journeys (historical fiction, journals) census or other population data	

## Knowledge of Economic Concepts and Principles

Grade 4 Social Studies: Content Standard		4.E.4.A.a
<b>Theme</b> <b>Strand</b> <b>MLS</b>	<b>Knowledge of basic economic concepts</b> <b>Knowledge of economic concepts and principles</b> Compare and contrast saving and financial investment.	
	<b>Expectation Unwrapped</b> <ul style="list-style-type: none"> <li>The student will define saving and financial investment.</li> <li>The student will compare and contrast saving and financial investment, taking into consideration such things as duration, risk level, access to cash, and return potential.</li> </ul> <p><b>Saving</b> – A decision to withhold a portion of current income from consumption. Saving from the individual's point of view represents income not spent, which may be placed in savings deposits in banks, making it possible for those banks to make loans to those who wish to buy capital goods or resources.</p> <p><b>Financial Investment</b> – The act of providing money for a business rather than other forms of investment such as effort or time, or the money provided.</p>	<b>DOK Ceiling – 2</b> <b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
	<b>Content Limits/Assessment Boundaries</b> Content may include, but is not limited to: <ul style="list-style-type: none"> <li>Definition of saving</li> <li>Types of saving</li> <li>Definition of financial investment</li> <li>Types of financial investments (stocks, bonds, mutual funds, etc.)</li> <li>Duration</li> <li>Risk levels</li> <li>Access to cash</li> <li>Potential for financial gain</li> </ul>	<b>Sample Stems</b> <ul style="list-style-type: none"> <li>Which choice best defines “saving”?</li> <li>What is the best way to explain <b>financial investment</b>?</li> <li>Do you think saving your money or investing it is a better decision? Why?</li> </ul>
	<b>Stimulus Materials</b> Bank descriptions of saving accounts, saving passbooks, scenarios, stock-market reports, portfolio reports	

Grade 4 Social Studies: Content Standard		4.E.4.A.b
<b>Theme</b> <b>Strand</b> <b>MLS</b>	<b>Knowledge of basic economic concepts</b> <b>Knowledge of economic concepts and principles</b> Explain the relationship between profit and loss in economic decisions.	
	<b>Expectation Unwrapped</b> The student will define <b>profit</b> and <b>loss</b> . The student will explain how the potential for profit and/or loss drives economic decisions.  <b>Profit</b> – The difference between the total revenue and the total cost of business <b>Loss</b> – Money that is spent and that is more than the amount earned or received	<b>DOK Ceiling – 2</b> <b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
	<b>Content Limits/Assessment Boundaries</b> Content may include, but is not limited to: <ul style="list-style-type: none"> <li>Defining profit</li> <li>Defining loss</li> <li>Use estimated profit or loss to make a business decision</li> <li>Explaining how the potential for profit and/or loss drives economic decisions</li> </ul>	<b>Sample Stems</b> <ul style="list-style-type: none"> <li>Explain what <b>profit</b> means.</li> <li>Explain what <b>loss</b> means.</li> <li>Give a business scenario and ask students what decision they would make. Explain your decision using the terms profit or loss.</li> </ul>
	<b>Stimulus Materials</b> Business spreadsheets, scenarios, graphs, tables	

Grade 4 Social Studies: Content Standard		4.E.4.A.c
<b>Theme</b> <b>Strand</b> <b>MLS</b>	<b>Knowledge of basic economic concepts</b> <b>Knowledge of economic concepts and principles</b> Distinguish among natural, capital and human resources.	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will define natural resources (naturally existing materials such as land, water, soil, animals, fossil fuels, etc.), capital resources (goods made and used to produce other goods and services, such as buildings, tools, and equipment, etc.), and human resources (people). The student will be able to label a given resource within the appropriate category and/or give an example of resources within each category.</p> <p><b><i>Natural Resources</i></b> – Gifts of nature that are used to produce goods and services, for example, land, trees, water, fish, petroleum, mineral deposits, fertile soils, and favorable climatic conditions for growing crops.</p> <p><b><i>Capital Resources</i></b> – Often called capital goods, refers to goods used to produce other goods and services. Capital resources may be buildings, equipment, machinery, tools, ports, and dams, provided that those items are used to produce other goods and services.</p> <p><b><i>Human Resources</i></b> – The quantity and quality of human effort directed to the production of goods and services. One type of human resource is an entrepreneur. An entrepreneur is a person who assumes the risk of organizing productive resources to produce goods and services.</p>	<b>DOK Ceiling – 1</b> <b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced	
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Defining natural resource</li> <li>• Defining capital resource</li> <li>• Defining human resource</li> <li>• Identifying a given resource as natural, capital, or human</li> <li>• Giving examples of natural resources</li> <li>• Giving examples of capital resources</li> <li>• Giving examples of human resources</li> </ul> <p>Limit to resources found within the studied regions and time periods.</p>	<b>Sample Stems</b> <ul style="list-style-type: none"> <li>• Sort the following resources into the correct categories (natural, capital, human).</li> <li>• Identify the natural resources, capital resources and human resources in the above scenario.</li> <li>• Give an example of a _____ resource. Why is that example accurate?</li> </ul>	
<p><b><u>Stimulus Materials</u></b></p> <p>Maps, images, job descriptions, community descriptions, scenarios, tables, graphs</p>		

Grade 4 Social Studies: Content Standard		4.E.4.B.a
<b>Theme</b> <b>Strand</b> <b>MLS</b>	<p><b>Understanding the consequences of economic decisions</b></p> <p><b>Knowledge of economic concepts and principles</b></p> <p>Conduct a public cost- benefit analysis.</p>	
	<p><b>Expectation Unwrapped</b></p> <p>The student will understand the terms “cost” and “benefit.” The student will define “cost-benefit analysis” (a process of examining the advantages [benefits] and disadvantages [costs] when arriving at a decision). The student will complete a public cost-benefit analysis, identifying the costs and benefits, and make a recommendation for a given situation.</p> <p><b>Cost-Benefit Analysis</b> – An appraisal of whether the benefits of carrying out a project or decision outweigh the costs of carrying out the project or decision.</p>	<p><b>DOK Ceiling – 2</b></p> <p><b>Item Format</b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
	<p><b>Content Limits/Assessment Boundaries</b></p> <p>The content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Defining “cost-benefit analysis”</li> <li>• Defining “cost”</li> <li>• Defining “benefit”</li> <li>• Identify costs</li> <li>• Identify benefits</li> <li>• Completing a public cost-benefit analysis for a given situation, using a template provided by the teacher</li> </ul>	<p><b>Sample Stems</b></p> <ul style="list-style-type: none"> <li>• After being presented with a business scenario (appropriate for age): <ul style="list-style-type: none"> <li>○ What are the costs involved in this business plan?</li> <li>○ What benefits will come from this business plan?</li> <li>○ Should you start this business based on the cost-benefit analysis?</li> </ul> </li> </ul>
	<p><b>Stimulus Materials</b></p> <p>Graphs, organizers, scenarios, templates</p>	

Grade 4 Social Studies: Content Standard		4.E.4.C.a
<b>Theme</b> <b>Strand</b> <b>MLS</b>	<p><b>Understanding various types of taxes and their purposes</b></p> <p><b>Knowledge of economic concepts and principles</b></p> <p>Explain how the government utilizes taxes to provide goods and services.</p>	
	<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will explain how the government uses taxes to provide goods and services.</p> <p><b>Taxes</b> – Required payments made to governments by individuals and businesses</p> <p><b>Goods</b> – Items that are usually tangible</p> <p><b>Services</b> – Activities performed by people, business, or government to satisfy economic wants and needs.</p>	<p><b>DOK Ceiling – 3</b></p> <p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
	<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Listing goods provided by taxes, such as <ul style="list-style-type: none"> <li>○ Bridges</li> <li>○ Roads</li> <li>○ Road signs</li> <li>○ Schools</li> <li>○ Parks</li> <li>○ Libraries</li> </ul> </li> <li>• Listing services provided by taxes, such as <ul style="list-style-type: none"> <li>○ Military</li> <li>○ Police</li> <li>○ Teachers</li> <li>○ Firefighter</li> </ul> </li> </ul>	<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>• What jobs are paid for by taxes?</li> <li>• Tell how taxes support the government and citizens in your own words.</li> <li>• Give an example of a service provided to citizens because of paying taxes. Justify if that is a good use of tax money.</li> </ul>
<b><u>Stimulus Materials</u></b>		Community maps, pictures, scenarios

Grade 4 Social Studies: Content Standard		4.E.4.D.a
<b>Theme</b> <b>Strand</b> <b>MLS</b>	<b>Factors that influence the economy</b> <b>Knowledge of economic concepts and principles</b> Explain factors, past and present, that influence changes in state and regional economies.	
	<u><b>Expectation Unwrapped</b></u> The student will identify the factors that influenced state (Missouri) and regional (Midwest) economies in the past and the changes that they caused.  The student will identify the factors that influenced state (Missouri) and regional economies (Midwest) in the present and the changes they cause.  Factors may include geographic, economic, political, social, or international elements such as flooding, technology, movement of people including immigration, weather, transportation innovations, war, industry, and rising or declining resources.	<u><b>DOK Ceiling – 2</b></u> <u><b>Item Format</b></u> Selected Response, Constructed Response, Technology Enhanced
	<u><b>Content Limits/Assessment Boundaries</b></u> Factors must be given. Factors must be limited to concepts addressed in the fourth grade standards. On a local assessment, factors should be tied to the local economy.	<u><b>Sample Stems</b></u> <ul style="list-style-type: none"> <li>• How did the flood of 1993 affect agriculture in Missouri?</li> <li>• How was Missouri tourism affected by COVID-19?</li> </ul>
	<u><b>Stimulus Materials</b></u> Pictures of past and present, photographs, maps, journals, excerpts from texts (nonfiction and historical fiction), current events, scenarios, demographic data (poverty rates, education levels, languages, etc.)	

# Knowledge of Major Elements of Geographical Study and Analysis and their Relationship to Changes in Society and the Environment

Grade 4 Social Studies: Content Standard		4.EG.5.A.a
<b>Theme Strand</b> <b>MLS</b>	<p>Reading and constructing maps</p> <p><b>Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment</b></p> <p>Construct and interpret historical and current maps.</p>	
	<p><b>Expectation Unwrapped</b></p> <p>The student will create both historical and current maps using a given template (basic shape of the area) and insert important features (such as physical, political, economic features, and climate information).</p> <p>The student will interpret both historical and current maps. Interpretation may include identifying changes (i.e. movement of Native American population across time), inferring cause and effect of change (i.e. new cities/settlements), and use map symbols/key.</p>	<p><b>DOK Ceiling – 2</b></p> <p><b>Item Format</b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
	<p><b>Content Limits/Assessment Boundaries</b></p> <p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Constructing maps by adding the desired features to a given template (basic shape of area)</li> <li>• Constructing a key</li> <li>• Interpreting maps to answer specific questions</li> </ul> <p>Should not be expected to construct maps to scale.</p> <p>Time periods should be limited to those addressed in fourth grade standards.</p> <p>Content should be limited to concepts addressed in fourth grade standards.</p>	<p><b>Sample Stems</b></p> <ul style="list-style-type: none"> <li>• What landform helps to explain why _____?</li> <li>• Compare the two maps to explain the movement of the Cherokee over time.</li> <li>• How many parks are shown on the map?</li> </ul>
<b>Stimulus Materials</b>		Maps, pictures, scenarios, templates

<b>Grade 4 Social Studies: Content Standard</b>		<b>4.EG.5.B.a</b>
<b>Theme Strand</b>	<b>Understanding the concept of location to make predictions and solve problems</b> <b>Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment</b>	
<b>MLS</b>	Name and locate specific regions, states, capitals, river systems and mountain ranges in the United States based on historical or current topics.	
	<p><b>Expectation Unwrapped</b></p> <p>The student will label and locate specific regions (Colonial America, Old Northwest and Old Southwest, Northeast, Southeast, Midwest, Southwest, West), states and capitals (all 50), river systems (Missouri, Mississippi, and Ohio Rivers), and mountain ranges (Appalachian, Sierra Nevada and Rocky Mountains) within the United States.</p> <p>The student will locate additional regions and river systems tied to historical or current events.</p>	<p><b>DOK Ceiling – 1</b></p> <p><b>Item Format</b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
	<p><b>Content Limits/Assessment Boundaries</b></p> <p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Regions – Colonial America, Old Northwest, Old Southwest, Northeast, Southeast, Midwest, Southwest, West</li> <li>• States – label and locate all 50</li> <li>• Capitals – label with location provided</li> <li>• River Systems – label and locate Missouri, Mississippi and Ohio Rivers</li> <li>• Mountain Ranges – label and locate Appalachian, Sierra Nevada, and Rocky Mountains</li> </ul> <p>*This standard should be taught throughout the year in conjunction with the historical period studied. Lists, drawing or completing blank maps and rote memorization outside of context are not recommended. Teaching to this standard in context is encouraged.</p>	<p><b>Sample Stems</b></p> <ul style="list-style-type: none"> <li>• What river created a natural barrier separating the United States from French owned territory?</li> <li>• What modern day states were part of the original 13 colonies of the US?</li> <li>• What mountain range is located within the original borders of the United States?</li> </ul>
	<p><b>Stimulus Materials</b></p> <p>Pictures, maps, globe, list of geographical features, historical scenarios, current events</p>	

Grade 4 Social Studies: Content Standard		4.EG.5.C.a
<b>Theme Strand</b>	<b>Understanding the concept of place</b> <b>Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment</b>	
<b>MLS</b>	Identify and compare physical characteristics of specific regions within the nation.	
	<b>Expectation Unwrapped</b>  The student will identify regions within the United States and their physical characteristics (climate, topography, relationship to water, ecosystems, etc.). The student will compare regions using the identified physical characteristics.	<b>DOK Ceiling - 2</b>  <b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
<p><b>Content Limits/Assessment Boundaries</b></p> <p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>Identifying and comparing physical characteristics such as <ul style="list-style-type: none"> <li>Climate</li> <li>Topography</li> <li>Relationship to water</li> <li>Ecosystems</li> </ul> </li> <li>Regions such as <ul style="list-style-type: none"> <li>Mountain regions</li> <li>Great Plains</li> <li>Coastal regions</li> </ul> </li> </ul> <p>*This standard should be taught throughout the year in conjunction with the historical period studied. Lists, drawing or completing blank maps and rote memorization outside of content are not recommended. Teaching to this standard in context is encouraged.</p>		<p><b>Sample Stems</b></p> <ul style="list-style-type: none"> <li>How did the climate of ____ compare to ____?</li> <li>How are ____ and ____ similar, how are they different?</li> <li>Which statement best describes the topography of the ____ region of the US?</li> </ul>
<p><b>Stimulus Materials</b></p> <p>Pictures, maps, organizers, graphs, Venn diagram, scenarios</p>		

Grade 4 Social Studies: Content Standard		4.EG.5.C.b
<b>Theme</b>	Understanding the concept of place	
<b>Strand</b>	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
<b>MLS</b>	Identify and compare diverse human geographic characteristics of the nation.	
<b><u>Expectation Unwrapped</u></b>		<b>DOK Ceiling – 2</b>
<p>The student will identify major human characteristics (such as education levels, population density, ethnic background, languages, dominant religions, settlement patterns, economies, and political systems) within regions of the United States. The student will compare regions using identified human characteristics.</p>		<b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b>Sample Stems</b>
<p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Identifying and comparing human characteristics such as           <ul style="list-style-type: none"> <li>○ Education level</li> <li>○ Population density</li> <li>○ Languages</li> <li>○ Religions</li> <li>○ Settlement patterns</li> <li>○ Economies</li> <li>○ Political systems</li> </ul> </li> <li>• Regions such as           <ul style="list-style-type: none"> <li>○ Agricultural areas</li> <li>○ Urban areas</li> <li>○ Industrial areas</li> <li>○ Coercive labor farms/Plantations</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• How did the education level of children of White landowners compare to children of enslaved Black people?</li> <li>• What statements are true about the languages spoken by indigenous tribes?</li> <li>• Using the data provided, describe how diversity of religion has changed in the US since the late 1700s.</li> </ul>
<b><u>Stimulus Materials</u></b>		
<p>Demographic data, census materials, maps, pictures, excerpts from texts, scenarios, organizers, Venn diagrams, journals</p>		

Grade 4 Social Studies: Content Standard		4.EG.5.D.a
<b>Theme Strand</b>	<b>Relationships within places Human–Environment Interactions</b> <b>Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment</b>	
<b>MLS</b>	Analyze how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.	
	<b>Expectation Unwrapped</b>  The student will identify how and why people in the past and present: <ul style="list-style-type: none"><li>• Have been/are affected by their physical environments (type of housing, clothing, food, transportation, etc.)</li><li>• Depended upon their physical environments (housing, food, transportation, recreation, defense, etc.)</li><li>• Adapted to their environment (type of housing, clothing, food, industry, resources, recreation, etc.)</li><li>• Changed their environment (deforestation, urban sprawl, stripping resources, damming water sources, pollution, etc.)</li></ul>	<b>DOK Ceiling – 3</b>  <b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
	<b>Content Limits/Assessment Boundaries</b>  Content may include, but is not limited to, identifying how and why people: <ul style="list-style-type: none"><li>• Are affected by physical environments</li><li>• Depend upon their physical environments</li><li>• Adapt to their physical environments (how the environment affects us)</li><li>• Change their physical environments (how we affect the environment)</li></ul>	<b>Sample Stems</b>  <ul style="list-style-type: none"><li>• Which statement describes how clothing choices were influenced by colonists' environment?</li><li>• Which statement best explains why wood was a popular building material in Colonial America?</li><li>• In the passage/picture how did the colonists depend on their environment for survival?</li></ul>
	<b>Stimulus Materials</b>  Graphs, charts, cause/effect organizer, photographs, maps	

Grade 4 Social Studies: Content Standard		4.EG.5.E.a
<b>Theme Strand</b>	<b>Understanding relationships between and among places</b> <b>Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment</b>	
<b>MLS</b>	Analyze how changes in communication and transportation technologies affect people's lives.	
	<b>Expectation Unwrapped</b>  The student will evaluate how innovations in communication and transportation technology affected people's lives up to 1799.	<b>DOK Ceiling – 3</b>  <b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
	<b>Content Limits/Assessment Boundaries</b>  Content may include, but is not limited to: <ul style="list-style-type: none"><li>• Identifying changes in communication technologies and describing how those changes affected people's lives.<ul style="list-style-type: none"><li>○ Written communications (letter, telegraph, newspapers and magazines, email, text, social media, etc.)</li><li>○ Spoken communication (word of mouth, landline phones, cell phones, video chats, etc.)</li></ul></li><li>• Identifying changes in transportation technologies and describing how those changes affected people's lives:<ul style="list-style-type: none"><li>○ Mass transportation (stagecoach, ships, railroads, buses, planes, etc.)</li><li>○ Individual transportation (on foot, horses, covered wagon, gasoline powered car, hybrid car, etc.)</li></ul></li></ul>	<b>Sample Stems</b>  <ul style="list-style-type: none"><li>• Which statement best explains how exploration and settlement of North America was affected by advances in European ship building?</li><li>• What forms of transportation were used in Colonial America?</li><li>• How did the printing press contribute to the American Revolution?</li></ul>
	<b>Stimulus Materials</b>  Pictures, images, journals, excerpts from texts, maps, organizers, timeline, flow charts	

Grade 4 Social Studies: Content Standard		4.EG.5.F.a
<b>Theme Strand</b>	<b>Understanding relationships between and among regions</b> <b>Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment</b>	
<b>MLS</b>	Identify different regions in the United States and analyze how their characteristics affect people who live there.	
	<p><b><u>Expectation Unwrapped</u></b> The student will identify the different regions of the United States prior to 1800 (Northern and Southern states, and western territories) and describe how their characteristics affect the people who live there.</p> <p><b><i>Region</i></b> – An area that displays unity in terms of one or more selected criteria.</p>	<p><b>DOK Ceiling – 3</b></p> <p><b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced</p>
	<p><b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• The five defined regions of the United States <ul style="list-style-type: none"> <li>○ Northeast</li> <li>○ Southeast</li> <li>○ Western territories</li> </ul> </li> <li>• Characteristics <ul style="list-style-type: none"> <li>○ Climate</li> <li>○ Topography</li> <li>○ Resources</li> <li>○ Economy</li> </ul> </li> </ul> <p>*This standard should be taught throughout the year in conjunction with the historical period studied. Lists, drawing or completing blank maps and rote memorization outside of context are not recommended. Teaching to this standard in context is encouraged.</p>	<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>• What features of the Southeast (southern part of the original US) made it a good area for agriculture?</li> <li>• Describe how the harsh winters of the Northeast affected early colonists?</li> </ul>
	<p><b><u>Stimulus Materials</u></b> Pictures/photographs, maps, three-column charts, scenarios, graphs, tables</p>	

Grade 4 Social Studies: Content Standard		4.EG.5.G.a
<b>Theme Strand</b>	<b>Understanding geography to interpret, explain and predict Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment</b>	
<b>MLS</b>	Use geography to interpret the past and predict future consequences as appropriate to topics or eras discussed.	
	<p><b>Expectation Unwrapped</b></p> <p>The student will use geography to interpret the past. For example, why settlements were made in given areas, determining boundaries, development of major industries, development of major cities, migration, etc. (as appropriate to fourth-grade times and topics)</p> <p>The student will use geography to predict future consequences. For example, continuing industry growth and development, career choices, residential and business development, recreation and tourism, migration, etc. (as appropriate to fourth-grade topics)</p>	<p><b>DOK Ceiling – 3</b></p> <p><b>Item Format</b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
	<p><b>Content Limits/Assessment Boundaries</b></p> <p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Using geography to interpret the past (land bridge to 1800) <ul style="list-style-type: none"> <li>○ Migration</li> <li>○ Boundaries, Location of settlements</li> <li>○ Development of industry</li> <li>○ Development of major cities</li> </ul> </li> <li>• Using geography to predict future consequences <ul style="list-style-type: none"> <li>○ Migration</li> <li>○ Industry growth and development</li> <li>○ Career choice</li> <li>○ Residential and business development</li> <li>○ Recreation and tourism</li> </ul> </li> </ul>	<p><b>Sample Stems</b></p> <ul style="list-style-type: none"> <li>• In the 1774 map of the Original 13 Colonies, what statement best explains why the 13 Colonies are located between the Atlantic Ocean and the Appalachian Mountains?</li> <li>• Explain why the Mississippi River was crucial to trade in the 1700s?</li> </ul>
	<p><b>Stimulus Materials</b></p> <p>Pictures and photographs, maps, graphs, tables, charts, census data, journals, advertisements and brochures, webpages (screenshot), scenarios</p>	

# Knowledge of Relationships of the Individual and Groups to Institutions and Cultural Traditions

Grade 4 Social Studies: Content Standard		4.RI.6.A.a
<b>Theme</b> <b>Strand</b> <b>MLS</b>	<p><b>Cultural characteristics of all people</b></p> <p><b>Knowledge of relationships of the individual and groups to institutions and cultural traditions</b></p> <p>Compare cultural characteristics across historical time periods in U.S. history prior to c. 1800.</p>	
	<p><b>Expectation Unwrapped</b></p> <p>The student will identify cultural characteristics (such as language, celebrations, customs, holidays, artistic expression, food, dress, tradition, religion, etc.) of specific historic time periods in the U.S., up to 1799(such as the land bridge, early Native Americans, early European explorers, colonial America, Revolutionary era, slave trade, etc.) and compare the cultural characteristics of the differing periods.</p> <p><b>Cultural Characteristics of a Place</b> – A way of life for a particular ethnic group, which may include a language of communication, customs (rites, rituals), religion, lifestyle, shared system of beliefs, morals, and social norms (patterns of behavior), which can include dress and diet.</p>	<p><b>DOK Ceiling – 3</b></p> <p><b>Item Format</b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
	<p><b>Content Limits/Assessment Boundaries</b></p> <p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Time periods <ul style="list-style-type: none"> <li>○ Land-bridge and early Native Americans</li> <li>○ Early European explorers</li> <li>○ Colonial and Revolutionary America</li> <li>○ Slave Trade</li> </ul> </li> <li>• Cultural characteristics <ul style="list-style-type: none"> <li>○ Language</li> <li>○ Holidays and celebrations</li> <li>○ Customs and traditions</li> <li>○ Artistic expression</li> <li>○ Religion</li> <li>○ Food and dress</li> </ul> </li> </ul>	<p><b>Sample Stems</b></p> <ul style="list-style-type: none"> <li>• Using the pictures provided, describe changes in women's clothing from the 1600s to the 1700s in Colonial America?</li> <li>• Look at the painting of the First Thanksgiving. Compare it to your own modern traditions. How is it similar? Different?</li> </ul>
	<p><b>Stimulus Materials</b></p> <p>Journal entries, text excerpts, images, pictures, maps, organizers, charts</p>	

Grade 4 Social Studies: Content Standard		4.RI.6.B.a
<b>Theme</b> <b>Strand</b> <b>MLS</b>	<b>Methods of resolving conflicts</b> <b>Knowledge of relationships of the individual and groups to institutions and cultural traditions</b> Apply constructive processes or methods for resolving conflicts.	
	<u><b>Expectation Unwrapped</b></u> The student will apply a constructive problem-solving method for resolving conflicts. One such process may include the following steps: 1. Identify the problem. 2. List potential solutions. 3. Evaluate potential solutions. 4. Agree upon a solution. 5. Evaluate the results of the resolution and make changes as necessary.  This process may be applied to historically significant events (Constitutional Convention, founding documents, Missouri Compromise, etc.), current conflicts, personal conflicts, or scenarios.	<u><b>DOK Ceiling – 3</b></u> <u><b>Item Format</b></u> Selected Response, Constructed Response, Technology Enhanced
	<u><b>Content Limits/Assessment Boundaries</b></u> The content may include, but is not limited to, following a process to arrive at a peaceful resolution. Students should be given an organizer to support the process. Research processes used for resolving conflicts. Determine processes to use in the classroom when conflicts arise and post in the classroom.	<u><b>Sample Stems</b></u> <ul style="list-style-type: none"> <li>Present student groups with a scenario or picture tied to unit-of-study which has multiple possible solutions.</li> <li>What do you think is the best solution to his problem and why?</li> <li>Explain how you and your team came to a consensus with your answer.</li> </ul>
	<u><b>Stimulus Materials</b></u> Scenarios, organizers, charts, text, image of problem	

Grade 4 Social Studies: Content Standard		4.RI.6.C.a
<b>Theme Strand</b> <b>MLS</b>	<b>Ideas and beliefs of different cultures</b> <b>Knowledge of relationships of the individual and groups to institutions and cultural traditions</b> Research stories and songs that reflect the cultural history of the early United States prior to 1800.	
	<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will analyze historical stories and songs prior to c. 1800 for cultural influence.</p> <p>Sources might include: Grimm's Fairy Tales, <u>The New England Primer</u>, the Bible, <u>Robinson Crusoe</u>, <u>The Arabian Nights</u>, Aesop's Fables, <u>Metamorphoses</u>, <u>The Odyssey</u>, Native American stories and legends, etc.</p> <p>Songs might include: "Yankee Doodle," "God Save the King, America," "Chester, British Grenadiers," "The Liberty Song," "In the Good Old Colony Days," hymns, Psalms, and African-American spirituals.</p> <p>Cultural influences may include: Purpose of the literature (to teach lessons, manners, morals, etc. that reflected the values of the time), historically significant events, daily life, etc.</p>	<p><b><u>DOK Ceiling – 2</u></b></p> <p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
	<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Content may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>Given a story or lyrics from a song, the student will identify the components that reflect the cultural or historical influences.</li> </ul>	<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>The teacher will provide song clips and the students will word to determine the tone of the song (optimistic, sad, patriotic, etc.)</li> <li>The students will read excerpts of Native American stories and legends and compare them to stories we know as American today.</li> </ul>
	<p><b><u>Stimulus Materials</u></b></p> <p>Pictures, excerpts, song lyrics, stories, primary sources</p>	

Grade 4 Social Studies: Content Standard		4.RI.6.D.a
<b>Theme</b> <b>Strand</b> <b>MLS</b>	<b>Cultural heritage and preservation</b> <b>Knowledge of relationships of the individual and groups to institutions and cultural traditions</b> Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.	
	<b>Expectation Unwrapped</b> The student will look closely at how culture has been maintained over time through celebrations, traditions, and memorials.	<b>DOK Ceiling – 3</b> <b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
	<b>Content Limits/Assessment Boundaries</b> Content may include but is not limited to students looking closely at how culture has been maintained over time through celebrations, traditions, and memorials. For example: <ul style="list-style-type: none"> <li>• Parades</li> <li>• Memorial services</li> <li>• Museums</li> <li>• Oral history</li> <li>• Reenactments</li> <li>• Time capsules</li> <li>• Historical sites</li> <li>• Books and historical writings</li> <li>• Websites and electronic media</li> <li>• History clubs, historical societies</li> </ul>	<b>Sample Stems</b> <ul style="list-style-type: none"> <li>• Why do people hold celebrations?</li> <li>• Students will compare celebrations, traditions, and memorials of various groups of people from early America to today.</li> <li>• What makes them similar?</li> <li>• What makes them different?</li> <li>• Why is it important to preserve culture?</li> <li>• What is important in your family's culture?</li> </ul>
	<b>Stimulus Materials</b> Primary sources, letters, photographs, audio and video clips, paired texts, National Archives, portraits, artistic expression	

Grade 4 Social Studies: Content Standard		4.RI.6.E.a
<b>Theme</b> <b>Strand</b> <b>MLS</b>	<b>Changing roles of various groups</b> <b>Knowledge of relationships of the individual and groups to institutions and cultural traditions</b> Examine roles among Native Americans, immigrants, African Americans, women and others from early migrations to c. 1800.	
	<u><b>Expectation Unwrapped</b></u> The student will look closely at changing roles among Native Americans, immigrants, African Americans, women, and others from early migration to c. 1800.	<u><b>DOK Ceiling – 4</b></u> <u><b>Item Format</b></u> Selected Response, Constructed Response, Technology Enhanced
	<u><b>Content Limits/Assessment Boundaries</b></u> Content may include, but is not limited to looking closely at the changing roles among Native Americans, Immigrants, African Americans, women and others, from early migration to c. 1800, such as: <ul style="list-style-type: none"> <li>Native Americans moving from inhabiting lands at free will to forced migration and reservations</li> <li>Native American decline in population because of disease, war, and lack of resources</li> <li>Native American interactions with Europeans</li> <li>African Americans as slaves and soldiers</li> <li>Immigrants as explorers, settlers, servants to the king, indentured servants, founders of a new country</li> <li>Women as domestic property, merchants, Molly Pitchers, contributors to society</li> </ul>	<u><b>Sample Stems</b></u> <ul style="list-style-type: none"> <li>Students will research various groups in America (Native Americans, immigrants, African Americans, women) and trace how their involvement in society has changed over time.</li> </ul>
	<u><b>Stimulus Materials</b></u> Primary sources, letters, photographs, audio and video clips, paired texts, National Archives, portraits, artistic expression	